

**NORTH DAKOTA PLAN FOR TITLE II  
REPORTING REQUIREMENTS  
OF THE HIGHER EDUCATION ACT  
(SECTION 207 AND 208)**

**October 8, 2001**

**North Dakota Education Standards and Practices Board  
Teacher Education and Licensure  
Janet Placek Welk, Executive Director**

## **INTRODUCTION**

The Education Standards and Practices Board is an independent state agency licensing board for the State of North Dakota with responsibility for educator licensing, teacher education program approval, professional practices and professional development.

The autonomous Education Standards and Practices Board was established by legislation in 1993. The board came into existence effective January 1, 1995, and assumed its duties on July 1, 1995. The board has its origins in the teacher professional practices commission which served in an advisory capacity to the superintendent of public instruction for teacher certification, teacher preparation program approval, and professional development.

The Education Standards and Practices Board consists of ten members appointed by the governor. The board membership includes four classroom teachers from public schools, one classroom teacher from a private school, two school board members, two school administrators, and one dean of a college of education. The superintendent of public instruction or designee serves as an ex officio, nonvoting member. The administrators professional practices board is a subset of the education standards and practices board that includes the two school administrator members, two school board members, and two teacher members selected by the full board. The term of office of the board members is three years, commencing on July first of the year of their appointment. Members may serve only two consecutive terms.

The Education Standards and Practices Board formed the Program Approval Advisory Committee (PAAC) to assist it in reviewing program approval visitation results

and in recommending the status of programs through the approval process. The PAAC is the working advisory committee that reviews team findings and makes recommendations on the status of programs to the ESPB. It also formulates and revises program approval standards through a participatory process within the profession, and establishes and implements procedures used by institutions of higher education and visiting teams in the program approval process. All standards and procedures developed by the PAAC are officially approved by the ESPB.

The North Dakota legislature appropriated in 1999 funds to award \$1,000 (1/2 of the assessment fee) for ten educators on an annual basis for the school years 1999-2000 and 2000-2001. The Education Standards and Practices Board adopted administrative rules providing an additional ten years to the life of the educator's professional license upon successful completion of national board certification. The 2001 Legislative Assembly provided approximately \$41,000 for the biennium for one-half the assessment fee for ten educators each year as well as a \$1,500 yearly stipend for four years once the national certification has been achieved.

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## **TITLE II REPORTING REQUIREMENTS**

Section 207 in Title II of the Higher Education Act, as amended, requires each state receiving funding under the Act to report annually on the quality of teacher preparation in the state, including, standards for teachers and their alignment with standards for students; requirements for an initial teaching certificate or license through either an alternate or regular route; pass rates on each assessment used by states in certifying or licensing teachers; state standards for evaluating the performance of teacher preparation programs; teacher in classroom on waivers, that is teaching without an initial regular certificate or license from any state; and state efforts in the past year to improve the quality of teaching. The Secretary of Education is also required by section 207 to

prepare annually a report on the quality of teacher preparation in the nation for the Congress and the public starting in April 2002.

Section 207 requires states in reporting to use key definitions of terms and uniform reporting methods developed by the Department of Education's National Center for Education Statistics in the *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation* (available at [www.title2.org](http://www.title2.org)).

2001 is the first time that states, using reports from institutions of higher education with teacher preparation programs and other information, have reported to the federal government on the quality of teacher preparation.

## **TERMS**

**Teacher preparation program:** A state-approved program of study within an institution of higher education, the completion of which signifies that an enrollee has met all of the state's education requirements for initial licensure to teach in the state's P-12 schools.

**Program completer:** a person who has met all of the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation will take the form of an official transcript with a degree posed.

**Waiver:** Any temporary, provisional, or interim/emergency license that permits an individual to teach in an approved P-12 school without having received an initial license.

**Alternative Routes to Licensure:** North Dakota does not have any approved alternative routes to licensure.

**Academic Year:** September 1 through August 31.

**Low-performing program:** As identified through the ND Teacher Education Program approval process. Institutions that are recommended to the Education Standards and Practices Board for rescission of approval status will be designated as “low-performing.”

**At-risk teacher preparation program:** As identified through the ND Teacher Education Program approval process. Institutions that are recommended to the Education Standards and Practices Board for less than the full five-year approval period will be designated as “at risk of being considered low-performing.” Exceptions to the above are institutions who may be recommended for less than five years due to the scheduling of the state visit or institutions receiving initial recognition by the ESPB as an approved program.

## **TEACHER STANDARDS**

The teacher education standards for the approved program requirements were first adopted in North Dakota in 1986. In 1989 institutional site visits to review the status of programs was initiated. At that time, the program approval process consisted of in-put oriented standards revolving around courses and hours completed. The first round of teacher education program approval reviews began in 1988 with Jamestown College, Trinity Bible College, Mary College, and North Dakota State College. In 1990, Dickinson State College, Mayville State College, Minot State College, University of



North Dakota, and Valley City State College completed their first program approval reviews.

North Dakota partners with the National Council for the Accreditation of Teacher Education (NCATE) to conduct the joint review of colleges of education. NCATE unit standards are applied and NCATE relies on ND to review the individual teacher education content programs. All of North Dakota's public institutions have now achieved this national accreditation.

In September and December of 1999, the Board instituted standards for subject matter areas that require colleges of education to include multiple performance assessments of those moving through their programs. In the past, North Dakota's standards had been in-put oriented courses and semester hours. Areas studied and depth of study are still defined, but the new performance standards go beyond this to apply knowledge of both content and pedagogy to performance activities teachers and other education professional do in school to influence student success.

In August 2000, the Education Standards and Practices Board adopted the performance-oriented standards of the National Council for the Accreditation of Teacher Education (NCATE) for approval of all teacher education units (department of education, college of education, etc.) in the state. The NCATE standards pertain to the education unit's assessment plan, governance, resources, etc. and also incorporate the Interstate New Teacher Assessment and Support Consortium (INTASC) standards of the Council of Chief State School Officers (CCSSO) as a major component of teaching performance.

There are six standards that will be met by the teacher education units. The first category is candidate performance including the candidate knowledge, skills and

dispositions, the assessment system and unit evaluation. The second category includes the field experiences and clinical practices, diversity, faculty qualifications, performance and development and unit governance and resources.

The North Dakota Standards for Program Approval establish specific criteria that must be met within a program of study to qualify graduates of that program for North Dakota licensure in K-12 education. Standards are adopted for all basic and advanced degrees that are certifiable in the state of North Dakota and for added endorsements (which may or may not be specifically related to degree programs). The state requirements for teacher certification are detailed in the North Dakota Century Code and the Rules of Certification of the Education Standards and Practices Board. The North Dakota Program Approval Standards are based on best practices in the profession and are designed to consider and reflect not only requirements for certification, but also requirements for added endorsements and credentials, and K-12 school accreditation. The Standards are systematically applied to the institution's programs by the visiting teams during the on-site visits. A Team Report is developed to reflect these findings and report them to the PAAC and ESPB.

## **NORTH DAKOTA LICENSURE**

**North Dakota Administrative Rule Section 67.1-02-02-02 provides for Initial Licenses as outlined below:**

1. Initial teacher licensure for in-state graduates or graduates of out-of-state programs requires a minimum of a bachelor's degree from a state agency-approved teacher education program. The approved program must include a general studies component, a North Dakota recognized program area major, and a professional pedagogy core as defined in this section and the North Dakota standards for teacher education program approval:

- a. The general studies component includes liberal arts preparation in the areas of the humanities, fine arts, mathematics, natural sciences, behavioral sciences, and symbolic systems as prerequisite to entrance into the professional education program.
- b. North Dakota recognized program area majors are printed on the application form and include content-specific majors at the secondary level, content-specific kindergarten through grade twelve majors as listed below, majors in middle level education, or majors in elementary education. Majors that are transcribed by state-approved teacher education programs using terminology not appearing on the application form must be compared to the North Dakota standards for teacher education program approval to determine whether they meet the same criteria as the listed recognized majors. Majors must include a minimum of thirty-two semester hours of coursework specific to the major beyond the introductory level.
  - (1) The secondary content-specific major must include a minimum of four semester hours in special methods of teaching at the secondary level and special methods of teaching in the specific content area.
  - (2) The middle level major must include study of middle level foundations, adolescent development, reading in the content areas, and special methods of teaching at the middle level. Study of these areas must total a minimum of ten semester hours with at least two semester hours of special methods of teaching at the middle level.
  - (3) The elementary major must include special methods of teaching elementary content areas with a minimum of twelve semester hours specific to teaching elementary school mathematics, science, social studies, reading, and language arts.
  - (4) Kindergarten through grade twelve preparation programs in special education, foreign language, art, music, physical education, business education, and computer education must include a minimum of four semester hours of special methods of teaching inclusive of kindergarten through grade twelve and special methods of teaching in the specific content area.
  - (5) The early childhood major must include study of child development, birth through age eight, and include special methods of teaching at the early childhood level.

- c. The professional education component includes a minimum of twenty-two semester hours of pedagogical study of teaching and learning in addition to the program-specific major. This coursework must be from the areas of educational foundations, educational psychology, child development, teaching and learning theory, educational diagnosis and assessment, inclusive education, educational technology, classroom and behavioral management, and human relations specific to teaching. The professional education component must also include classroom professional experience prior to student teaching and a minimum of ten weeks of full-time successful participation in student teaching at appropriate grade levels. The professional education component, including student teaching, must be completed under the supervision of a teacher training institution approved by the education standards and practices board in North Dakota or the appropriate state, provincial, or similar jurisdictional authority for out-of-state institutions.
- d. Student teaching exception. An applicant who graduated from a state-approved teacher education program prior to January 1, 1988, which did not include a minimum of ten weeks of full-time student teaching may qualify under one of the two options under this subdivision. These options are available only if the applicant has met all other requirements for licensure of the education standards and practices board and North Dakota Century Code sections 15-47-46 and 15-41-25, except the requirement of ten weeks of student teaching.
  - (1) The applicant must document a minimum of eight full weeks of student teaching at the appropriate level in the major field of study under the supervision of a state-approved teacher education program and document five years of successful teaching within the last ten years; or
  - (2) An applicant who can document a minimum of eight weeks of successful student teaching but cannot document a minimum of five years of successful teaching experience must either complete the additional student teaching hours or may choose to complete an internship under the supervision of a state-approved college of teacher education to fulfill the additional hours.
    - (a) The internship contact hours in the classroom must consist of classroom time blocks not less than one-half day and when added to the applicant's existing student teaching hours total a minimum of ten weeks of full-time equivalent student teaching and supervised internship experience.
    - (b) The internship must occur in a regular kindergarten through grade twelve classroom setting and allow the intern to experience the full range of curriculum and classroom operations.

- (c) The internship must be approved by the education standards and practices board and transcribed through a state-approved teacher education institution.
- 2. An applicant must have a minimum overall grade point average of 2.50. The education standards and practices board will use the college-figured grade point average if all previous college coursework is on the transcript. If the student has transferred from another institution, and the grade point average calculated by the institution granting the degree is only for those credits at that institution, the education standards and practices board will refigure the grade point average using all previous college coursework.
- 3. An applicant shall provide three positive recommendations. Two of the recommendations must be secured from the most recent employing board, supervisors, and administrators. One of the recommendations may be a person of the applicant's choice with knowledge of the applicant's teaching potential and character. If the applicant has not taught in the last three years or it is impossible to secure recommendations from supervisors or administrators, the recommendations must be secured from individuals who can speak with regard to the teaching potential and character of the applicant.
- 4. Verification of eligibility for home state licensure may be requested.
- 5. Acceptable translations for preparations received in foreign institutions will be requested at the applicant's expense.
- 6. An application fee of twenty-five dollars must accompany a request for an initial application form.
- 7. A fee of sixty dollars must accompany the application for initial licensure for in-state and out-of-state graduates. An additional fee of one hundred seventy-five dollars for transcript review from out-of-state graduates must also accompany the licensure application.
- 8. All initial licenses are valid for only two consecutive years.
- 9. In addition to completing the licensure application process outlined in this section, an applicant applying for licensure in North Dakota for the first time after August 1, 1997, must submit to a fingerprint screening for criminal records in accordance with North Dakota Century Code section 15-38-18.2.
  - a. An applicant graduating from a North Dakota teacher preparation program may obtain the fingerprinting materials from college officials. Previous graduates and out-of-state graduates must contact the education standards and practices board directly for the fingerprinting materials. Fingerprint screening reports from other agencies are not available to the education standards and

practices board. Applicants must complete the process with cards and release forms designating the education standards and practices board as the agency to receive the report.

- b. The applicant must have the fingerprinting done by an authorized law enforcement agency such as a sheriff's office, police department, or campus police. Both cards are to be completed with a ten-finger check. The criminal record inquiry authorization form must also be completed, including an original signature. The fingerprint cards and authorization form must be returned directly to the education standards and practices board office.
- c. Unofficial, incomplete, altered, or damaged cards and forms will not be accepted.
- d. The applicant is responsible for all local, state, and federal law enforcement agency fees related to the fingerprint background check.
- e. The applicant is advised to allow a minimum of eight weeks for the fingerprint screening process. An applicant must hold a valid North Dakota license to be employed or permitted to teach in North Dakota. Individuals who have completed all requirements for the professional educator's license except final completion of the fingerprint background check may obtain a provisional license under section 67.1-02-04-04.
- f. Fingerprint screening reports must be recent and may only be used for licensure for six months from the date the report is received by the education standards and practices board.

#### Types of Licensures

Provisional (forty-day, renewable) licensure is issued to individuals who have met the requirements for one of the types of North Dakota licensure which follow, and have cleared the North Dakota Bureau of Criminal Investigation background check for criminal records, but have not yet cleared the FBI background check for criminal records.

Initial (two-year entrance) licensure is issued to new graduates and out-of-state applicants who meet all of the requirements for regular licensure except having successfully taught in a contracted position for 18 months (full-time equivalent) in North Dakota.

Two-year/substitute Those who do not complete their 18 months of contracted teaching in North Dakota K-12 during the period of the initial license continue to renew on the two-year cycle until they have accrued that time. Those who are not under contract, but only substitute teaching, also renew on this two-year cycle.

Regular (five-year) licensure is issued to individuals who have met all of the requirements for a North Dakota Educators' Professional License and have successfully taught 18 months (full-time equivalent) in the state of North Dakota. Individuals must be teaching under contract in North Dakota K-12 at least thirty days of the five-year period and fulfill all reeducation requirements (see below) to continue renewing in the five-year cycle.

Interim (one-year emergency) licensure is issued in documented shortage areas only and indicates that the individual has a content area degree, but is still working to complete additional work in educational pedagogy (see reeducation requirements).

Interim substitute (one-year emergency) licenses can also be issued to individuals with content area degrees when documented shortages of substitutes exist.

Interim Reciprocal (two-year, renewable once) licensure is issued to individuals who hold a valid license from another state, but need to complete additional requirements to meet North Dakota standards and rules of licensure.

Re-entry (two-year) licensure is issued to individuals who have been out of teaching for more than five years, or to out-of-state applicants who have not completed at least four semester-hours of reeducation credit within the past five years (see re-entry reeducation requirements).

Probationary (two-year) licensure is issued to individuals who have failed to complete reeducation requirements required of regular licensure (see reeducation requirements).

#### Endorsements And Restrictions

Endorsements indicate additional reeducation requirements earned by the individual in addition to their transcribed majors and minors. North Dakota offers grade level endorsements in Kindergarten, elementary, middle level, and secondary; and content specific endorsements in bilingual/ESL and content areas taught in grades 7-12. Content specific Minor Equivalency Endorsements are indicated as ME16 for sixteen semester hours in the content area and ME24 for 24 semester hours including special methods of teaching in the content area.

Restrictions indicate licensure that restricts the individual to teaching in a specialized area only. Restricted licenses are issued to individuals with degrees in mental retardation, deaf education, visually impaired, or preschool-kindergarten handicapped. All other special education categories require regular elementary or secondary qualifications. Restricted licenses are also issued for baccalaureate level programs in vocational technical



education, for reserve officers' training corps, and for Native American language instruction. Teachers with restricted licenses may teach or substitute teach only in the specified area.

#### Levels of Licensure

Level I indicates that the individual still has educational or employment requirements to meet before receiving the regular Level II license, or that they are not currently maintaining contracted employment. (Further explanation is provided under titles of licensure.) \***Note:** Life certificates will appear as a Level I since they do not report their status thru renewals. Level II indicates that the individual has met all of the basic requirements for a regular North Dakota Educators' Professional License. Full text of the rules and standards are available from the office of the Education Standards and Practices Board (ESPB). Level III indicates that the individual has earned advanced degrees beyond the bachelors level (masters, specialist, or doctoral), or National Board for Professional Teaching Standards (NBPTS) advanced licensure.

### **TEACHER ASSESSMENTS**

February 2, 2000, the North Dakota Association of Colleges for Teacher Education recommended to the Education Standards and Practices Board the following:

The North Dakota Association of Colleges for Teacher Education (NDACTE) recommends that the Education Standards and Practices Board adopt the ETS Pre-Professional Skills Test (PPST) as an additional requirement for initial teacher licensure in North Dakota. The PST is a basic skills test that addresses the areas of reading, writing, and mathematics. Currently eight of the nine member institutions of the

NDACTE use the PPST as a requirement for admission to their teacher education programs.

The NDACTE also recommends that : a) the ESPB require that individuals submit their PPST scores at the time of application for the initial teacher license; and 2) only the PPST scores of graduates of North Dakota teacher education program be used by the ESPB when scores are reported and comparisons are made between NDACTE member institutions.

The North Dakota Education Standards and Practices Board voted at their regular monthly meeting on December 7, 2000 to begin using the PPST as part of licensure on July 1, 2002. The year beginning

July 1, 2002 through June 30, 2003 will be a “hold harmless” year meaning educators will have to provide ESPB with their PPST scores but will not have to meet the North Dakota cut score until July 1, 2003.

PPST Minimum Scores  
Used  
At North Dakota Colleges and Universities

November 1999

	<u>Reading</u>		<u>Writing</u>		<u>Math</u>	
<u>Computer</u>	<u>Regular</u>	<u>Computer</u>	<u>Regular</u>	<u>Computer</u>	<u>Regular</u>	
Dickinson State University	171		172		170	
Jamestown College	167	313	167	310	165	310
University of Mary	173	324	171	320	171	320
Mayville State University*	170		171		169	
Minot State University**	170	326	171	316	169	314
North Dakota State University	170	316	170	314	169	314
University of North Dakota						
Valley City State University	167	313	169	313	168	313
Trinity Bible College	167		167		165	

### TEACHER PREPARATION PROGRAM PERFORMANCE

North Dakota ESPB will use the program approval process to identify at-risk or low-performing programs of teacher preparation. Institutions that are recommended to the ESPB for less than the full five-year approval period will be designated as “at risk of being considered low-performing.” Exceptions to the above are institutions who may be recommended for less than five years due to the scheduling of state visits or institutions receiving initial recognition by the ESPB for an approved program.

On February 9, 2001, the Education Standards and Practices Board approved the following rubric for evaluating reviews of specialty area programs.

#### TARGET:

- Program Design: The program’s curriculum meets expectations of specialty professional association, state, and institutional standards for preparation in the area of study. Faculty in the program are experts in the specialty area and resources support the success of candidates.
- Assessment Plan: The program’s assessments are aligned with the expectations of the specialty professional association, state, and institution for performance in the area of study. The program uses sequential assessments of candidates’

knowledge and skill and uses these measures to make decisions about candidate performance at multiple points before program completion. These measures include a variety of performance assessments of the candidates' ability to understand and apply their knowledge in the field of study, including use of appropriate technologies and the candidates' potential to positively impact student learning in the area of study.

- **Evaluation:** Levels of acceptable performance for candidates are rigorous, defined and public, and are applied fairly, accurately and consistently meet high expectations. Assessment data on candidate performance is aggregated and used to inform program approval and program improvement decisions.
- **Coordination:** Program requirements and the assessment plan for candidates who will be recommended for licensure in education are planned and coordinated with the education unit. The program works with the education unit to assist candidates in integrating content and professional knowledge. Candidates demonstrate proficiency in combining content and pedagogy to present content to students in challenging, clear, and compelling ways.

**ACCEPTABLE** (approved with stipulations):

- **Program Design:** The program curriculum meets state and institutional standards for preparation in the area of study and reflects the expectations of specialty professional association standards. Faculty in the program are experts in the specialty area and resources are adequate to support the success of candidates. Some weakness may exist in the program, but can be corrected without adversely effecting the success of candidates.
- **Assessment Plan:** The program's assessments are aligned with the expectations of the state and institution for performance in the area of study and reflect the expectations of the specialty professional association. The program uses sequential assessments of candidates' knowledge and skill and uses these measures to make decisions about candidate performance in multiple points before program completion. These measures include a variety of performance assessments of the candidates' ability to understand and apply their knowledge in the field of study, including use of appropriate technology tools and candidates' potential to positively impact student learning in the area of study.
- **Evaluation:** Levels of acceptable performance for candidates are defined and public, and are applied fairly, accurately, and consistently. Assessment data on candidates is aggregated and used to inform program approval and program improvement decisions. There is evidence that candidates meet assessment expectations at acceptable levels.
- **Coordination:** Program requirements and the assessment plan for candidates who will be recommended for licensure in education are coordinated with the education unit. Candidates can combine content and pedagogy to effectively present content to students.

**UNACCEPTABLE** (at-risk, probation and low-performing):

Any of the following serious weaknesses, or a combination thereof, can result in a specialty area program being declared at risk and placed on probation. At-risk programs that do not subsequently meet the stipulations of probation are in danger of being declared low-performing and having action initiated to rescind approval of that specialty area program.

- Program Design: The program curriculum is not aligned with state and institutional standards for preparation in the area of study, or exhibits multiple or significant weaknesses that have the potential to adversely effect the success of candidates. There is evidence that faculty or resources are not adequate to support the success of candidates.
- Assessment Plan: The program's assessments do not reflect the expectations of the state or institution for performance in the area of study, or there is evidence that candidates do not consistently meet assessment expectations at acceptable levels.
- Evaluation: Levels of acceptable performance for candidates are not defined and public, or are not applied fairly, accurately, and consistently. Assessment data on candidates is not aggregated and used to inform program approval and program improvement decisions. Data shows that candidates do not consistently meet state assessment expectations at acceptable levels.
- Coordination: Program requirements and the assessment plan for candidates who will be recommended for licensure in education are not coordinated with the education unit. Candidates exhibit difficulty combining content and pedagogy to effectively present that content to students.

The classification process for identifying at risk or low performing programs will begin in 2003 with technical assistance provided by the Education Standards and Practices Board. During the period of October 1, 2001 through October 1, 2003, all programs will be deemed approved without any designation of low performing.

Technical support for education preparation programs in the State of North Dakota is a proactive process built into the administrative rules of the Education Standards and Practices Board (ESPB). All of the institutions that prepare individuals for initial or advanced licensure are included in the developmental processes leading to the standards they will be expected to meet. This is accomplished through regular meetings with the North Dakota Association of Colleges of Teacher Education (NDACTE), through involvement of faculty on standards writing teams, visitation teams,

representation on the ESPB Program Approval Advisory Committee (PAAC) and on the Board itself. Specific consultation and technical support is provided through the Education Standards and Practices Board members and staff. Six of the ten institutions in the state that prepare educators are members of the National Council for the accreditation of Teacher Education, and also receive training and advice on NCATE sponsored sessions. Similar information is provided to the non-NCATE institutions as noted above.

Institutions undergo on-site reviews in which they must meet preparation standards every five years. Institutions are notified of any weaknesses identified during their five-year review in writing, with conditions to be met to correct those weaknesses and a timeline for those expectations. This report is prepared by the PAAC and approved by the ESPB. Those institutions that have chose national level review by NCATE receive similar feedback from NCATE. If institutions are identified as at-risk and placed on probation, they enter into a correction cycle in which they must address their weaknesses in writing within six months, or undergo a focused visit reviewing the weaknesses within two years. An appeals process is available under ND Century Code. Meetings with the NDACTE have indicated they feel adequate technical support is available.

### **TEACHERS ON WAIVERS**

During the school year 2000-2001, North Dakota issued 15 interim/emergency licenses (waivers) to candidates who held a bachelor's degree in a content shortage area and were recommended for licensure by the local school district wishing to employ the candidate. Four of these waivers were in high-poverty districts. During that same time

period, ND had a total of 8,603 teachers of which 1,007 taught in high-poverty districts.

Before an interim/emergency license can be issued, the following criteria must be met:

1. Consideration for interim licenses will not be granted until after August fifteenth in any year.
2. Interim licenses may be issued only in areas where documented shortages of regularly licensed teachers exist as determined by the education standards and practices board. Shortage areas must be determined by the education standards and practices board based upon the ratio of regularly licensed teachers in the state who are qualified for the position to the number of schools with open positions requesting interim licensure. In cases where near shortages exist, the board must give additional consideration to whether the hiring school has made a diligent effort to attract and hire regularly licensed teachers.
3. The request for an interim license must be initiated by a school. The school board or administration must make the request in writing to the education standards and practices board for consideration of an interim license, indicating intent to offer a contract if licensure can be arranged. The request must document that a diligent effort has been made to employ a regularly licensed teacher to fill the position. Documentation of a diligent effort to employ qualified personnel should include information on how and how long the position was advertised, whether schools of education have been contacted in search of applicants, how many qualified applicants applied, how many applicants were interviewed, whether increases in salary or other incentives were offered in an attempt to attract qualified applicants, and whether these incentives are comparable to those offered by other schools of similar size and means.
4. The candidate must write a letter indicating willingness to accept the position if offered.
5. Complete official transcripts of all college work must be sent to the education standards and practices board.
6. The applicant must have proficiency and hold minimum qualifications of a content area bachelor's degree in the content area to be assigned. If an applicant already qualifies for teacher licensure in another content area, interim licensure may not be used to teach in a new content area while obtaining new content area requirements.
7. Renewal of interim licenses will be reviewed each year and will depend upon the supply of and demand for teachers as evidenced by documented efforts to obtain a licensed person for the position.

8. Renewal of the interim license, if permitted, is contingent upon presentation of at least eight semester hours or twelve quarter hours of additional college credit toward completion of the requirements for regular licensure as stated in section 67.1-02-02-02 and the North Dakota standards for teacher education program.
9. The fee for the interim license is one hundred dollars for each year the license is issued.
10. Interim licensure is to address documented shortage areas only. Interim licensure will not be issued to applicants who have failed to meet the deadlines or conditions of their regular licensure renewal.
11. Initial applicants for interim licensure must also submit to the fingerprint background check as stated in subsection 9 of section 67.1-02-02-02.
12. Upon completion of all of the requirements for regular licensure stated in section 67.1-02-02-02, an individual holding an interim license may apply for a regular two-year initial license and begin accruing the eighteen months of successful teaching time required to move into the five-year cycle according to sections 67.1-02-02-02 and 67.1-02-02-04.

### **IMPROVEMENTS IN TEACHER QUALITY**

North Dakota in efforts to improve the quality of it's educators revised the teacher education program approval standards to emphasize performance assessment and the additional use of technology in each content area; adopted NCATE 2000 for all teacher education institutions; revised re-education initial licensure criteria for bachelor degreed applicants; adopted NCATE 2000 standard on diversity for the multicultural education and Native American language coursework; adopted the PPST as part of the requirements for initial licensure; provided funding for one-half of the assessment costs for National Board for Professional Teaching Standards and will be providing a stipend for those who achieve national certification; and provided forgiveness of college loans in certain teacher shortage areas.



